

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2023/24	£16,420
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16,420
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£16,420

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes: open water swimming and safety sessions.

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24	Total fund allocated:	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation:	
			%	
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Intended Impact on Pupils; All pupils will be active on average 60 minutes a day, 5 days a week.</p> <p>Pupils have 15mins physical activity at the start of the school day.</p> <p>Playtimes are as active as possible for all pupils.</p> <p>Engage a wider range of pupils in after school clubs.</p>	<p>15 minutes of daily activity at the start of each school day.</p> <p>Participation of all pupils in; Whole school Walk each term and Camp Night in the summer term.</p> <p>Deliver Leadership Training activities from Complete PE to Year 5,6 with the aim of developing playground leaders.</p> <p>Use the Virtual School Games to provide a focus for playtime activities.</p> <p>Use student teacher to introduce a lunchtime orienteering club.</p> <p>Explore 'Cross Curricular Orienteering' resources.</p> <p>Ensure a variety of after school clubs to engage a range of pupils; football, Forest School, table tennis.</p> <p>Signpost pupils to community sports clubs.</p>	£2944	<p>All KS2 pupils were physically active for 15mins at the beginning of each school day and enjoyed the variety of games and activities. They benefit from a positive experience of physical activity. All pupils took part in two whole school walks and in Camp Night; enjoyment of these physical activities was evident. Personal and social development was also very evident as pupils talked as they walked, older pupils helped younger ones with the physical demands and pupils worked in teams on activities such as orienteering.</p> <p>Playtimes are active with space for football, basketball, use of the climbing equipment and other active play. KS1 have a 30 min active play time each day, with separate play equipment.</p> <p>After school clubs this year include: running, athletics, table tennis football and Forest School. Clubs were attended</p>	<p>Continue with 15 mins of daily activity.</p> <p>Continue with Whole School Days Out and Camp Night.</p> <p>Continue with promoting and providing a varied after school club programme.</p>

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Include sports/physical activity days in holiday club.		£3,395	by an average of 10 pupils who were active for at least an additional hour per week. The holiday club programme included 1 sports activity day in the shorter holidays and 4 days in the summer holiday. The attendee numbers ranged from 5- 10 pupils from schools across the locality. Children enjoyed a range of games from a variety of sports and benefitted from social interaction/communication opportunities as well as physical activities.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: %
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Intended Impact on Pupils; Develop personal, social, communication, team and leadership skills through engagement in PE and school sport.	PE lead to introduce staff to 'Active Brain Breaks' (from Complete PE) and include in the KS1 daily routine. Develop Sports Leaders from pupils in Class 3; Sports Captains for competitions, Sports Day Leaders, involve School Council in delivering workshops and theme days. PE lead to introduce staff to the range of activity cards within Complete PE scheme which focus on the development of PSE skills. Celebrate any involvement/achievement in sports and physical activity (in and out of school) during school assemblies.	£0	Year 6 pupils took the role of Team Leaders on Sports Day, leading mixed age teams through the range of activities and collating points. Certificates from sports competitions awarded in assembly. Sports Day certificates, medals and Cross Country Cup awarded in dedicated presentation assembly. Pupils know that we value	Ensure that PE and physical activities continue to encourage social, communication and leadership skills.

	PE lead to ensure that photos from sports competitions and school PE activities are posted on Facebook and displayed on the School Sports Notice Board.		their participation in sports activities. Facebook and Sports Notice Board updated with photos from sports events. This raises the profile of our participation in events and celebrates pupils' achievements.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	%

Intent	Implementation		Impact	
Your school focus should be clear about what you want the pupils to know and be able to do and about what they need to learn and consolidate through practice.	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Intended Impact on Pupils: All pupils participate in two hours of high quality PE, delivered by staff, who are confident in a range of physical activities/sports.	PE lead to develop a MTP in conjunction with the staff who deliver PE lessons in the school and through staff discussion, identify any training/CPD needs. PE lead to maintain the subscription to the PE scheme 'Complete PE' to ensure that ambitious and progressive planning is accessed by staff. PE lead to keep up to date with online training modules delivered by the scheme for new units or long term planning. Support teaching of PE lessons with specialist coaches to deliver some aspects of the PE curriculum. PE lead to ensure that this delivery is high quality and ambitious in its outcomes for pupils.	£3,713	All pupils participated in two hours a week of high quality PE during the academic year. Regular PE lessons have developed pupils' engagement in and enjoyment of physical activity. The PE scheme and support from sports coaches has ensured that a variety of PE activities have been delivered to a high standard and pupils are developing skills and knowledge at a good rate.	Maintain the Complete PE subscription. Ensure staff who are delivering PE are making effective use of the scheme and are aware of CPD opportunities.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Intended Impact on Pupils;</p> <p>Offer a broad range of sports and physical activity to all pupils.</p> <p>PE and school sport offer is within the school curriculum and through after school clubs/workshops and experience days.</p> <p>Engage pupils who do not take up additional physical activities outside of the school day.</p>	<p>PE lead to devise a LTP which includes a range of units of work, across Games, Striking, Net & wall, Gym, Dance, OAA & swimming.</p> <p>Continue with a games based lesson approach, so that lessons are active for all participants and skills are transferable across the different sports.</p> <p>PE lead to ensure that each half term includes at least one physical activity based, after school club.</p> <p>Develop connections with the community table tennis club, for curriculum delivery and an after school club.</p> <p>Support the school curriculum with specialist coach delivery, to allow a range</p>	£5,629.	<p>PE LTP plan developed and implemented:</p> <p>KS1 units: Agility & co-ordination Throwing, catching & kicking balls Gymnastics Striking balls. Swimming</p> <p>KS2 units: invasion games (netball skills) Tennis Table tennis Dance Gymnastics Swimming Striking & Fielding (Rounders) (cricket) lacrosse</p> <p>All pupils have experienced a variety of skills through a range of additional sports/activities, within curriculum and after school provision:</p>	<p>Continue to implement a varied and high quality PE curriculum which engages all pupils.</p> <p>Seek opportunities to broaden pupils' experience of physical activity.</p>

	of units to be delivered. PB to organise workshops or experience days to introduce new sports/physical activity to the curriculum; climbing. cycling		Yoga, orienteering, canoeing & open water swimming Two new sports activities were introduced this year. 6 pupils took part in the new table tennis after school club, coached by two of the community club members.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear about what you want the pupils to know and be able to do and about what they need to learn and consolidate through practice.	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Intended outcome; Pupils will participate in a range of competitive opportunities.</p> <p>All pupils will participate in at least one inter school festival or competition.</p> <p>Ensure that in class competition or point scoring activities are a regular feature within a unit of work.</p>	<p>KS2 pupils to attend as many inter school competitions as possible; fell running, cross country, netball, cricket, tri-golf etc.</p> <p>KS1 pupils to take part in inter school festivals; cricket, tri-golf etc.</p> <p>PE lead to organise inter school matches with other local schools; cross country, football, netball and cricket.</p> <p>Each KS2 unit of work will include an inter class competition as the culmination of the lessons.</p> <p>KS1 lessons will include some aspect of point scoring games; possibly within teams across the class.</p>	£759	<p>Several winter competitions were cancelled this year, due to the weather.</p> <p>All KS2 pupils took part in two cross country competitions; one local and one at district level. One Year 5 pupil finished in the top 3 of her race.</p> <p>Four pupils took part in the County Cross Country Championships and one pupil was selected to represent Cumbria at The Primary National Championships.</p> <p>Year 5,6 pupils attended the Small Schools Kwik Cricket Tournament and finished runners up.</p>	Continue to attend as many competitions and festivals as possible in both KS1 & 2

			<p>Year 5,6 attended a lacrosse competition with other schools from across South Cumbria.</p> <p>Each KS2 games unit included an inter-class competition. All KS2 pupils have experienced inter class and inter school competition this academic year.</p>	
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Signed off by	
Head Teacher:	C. Sharp
Date:	31/7/24
Subject Leader:	Paula Bowen
Date:	31/7/24
Governor:	C. Brammall
Date:	31/7/24